A STUDY OF THE FIRST YEAR STUDENTS' ORAL COMMUNICATION PROBLEMS IN ENGLISH CLASS ATSMAN 7 PADANG

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Abstract

The aim of this research was to describe the first year students' oral communication problems in English class at SMAN 7 Padang. Furthermore, in this research described students' problems in two indicators, the first waslinguistic factors consist of grammar, vocabulary and pronunciation.The second was affective factors such as, communication apprehension, self-esteem and introverted.The instrument was questionnaire for gathering data about students' oral communication problems in English class. The result of this research in generally, 91% students had problems in oral communication class.Specifically, from the data analysis, the studentshad problems in linguistic factors was 89% and the result of each indicator, the first was students who had problems in grammar was 83%, problems in pronunciation was 91% and the last, problems in vocabulary was 89%. The students had problems in affective factors was 88.57%. Specifically, based on each indicator, students who had problems in communication apprehension was 89%, problems in self-esteem was 86% and students who had problems in introverted was 89%. Based on the students' respond in questionnaire, those factors were caused because of inadequate knowledge in grammatical pattern, lack of vocabulary, incorrect pronunciation, not confident, they didn't have motivation and uncomfortable in using English as a communication tool. Related to the result of students' oral communication problems in English class, the researcher noticed that 91% students had problems in oral communication class.

Keywords:Oral communication, problems, linguistic factors, affective factors

INTRODUCTION

Language is essential part in communication. It is a part of human's daily activity, through language we can share our ideas and opinion. In modern life, we have to be able to communicate with foreign language, especially in English.

On the other hand, as an International language, English is used to communicate information, mainly in science and technology, internet and also social media. Because of that, Englishbecomes an

essential part in communication for many people around the world.

Harmer (2001: 1-2) states that nowadays English become a lingua franca. It can be defined as a widely adopted for communication between two speakers whose are different from each other and where one or both of them use English as a second language.

In Indonesia itself, English is still as a foreign language taught in each level of education from junior high school until university.There are four language skills that must be mastered by the students, such as listening, speaking, reading and writing.

Speaking is the most difficult skill for the students as researcher has done observations in more than one class of the first year students at SMAN 7 Padang since February until April 2013.Based on the researcher's observation, the researcher found that the students were very afraid if the teacher asked them to speak infront of the class, to do English presentation and they were shy when they use English to communicate with their friend because of afraid of making a mistake, and be uncomfortable in speaking.

They also had no confidence and it was difficult for them to find a suitable vocabulary or language items they need to get their meaning across and correct grammar when they do speaking. And the last one, many students faced certain difficulties related to pronunciation and because English is not used in daily situation, it is thus more difficult for students to grow their habit in communicating orally using English.

Rababah (2003) in Safiei (2007: 33), also agreed that the students faced the various problems in speaking especially in grammar, pronunciation, vocabulary or psychology factors like being afraid and not being confidence.

As aforeign language,Englishrarely usesin the environmentandeveryday lifebecause lack of people who are able touse itto communicate. Because of that, Englishclassis the one placefor studentstopracticetheir Englishskills, mainlyuse itas a communication tool.

Based on the description above, the researcher found the various problems in oral communication that is faced by the first year students at SMAN 7 Padang. The researcher limited and focused her study in oral communication problem in English class faced by the first year students at SMAN 7 Padang. The researcher limited the student's oral communication problem in English class in term of the linguistic factors, such as vocabulary, grammar, and pronunciation and also in the affective factors, such as oral communication apprehension, self-esteem and introversion. In addition, it was also limited on the problem appears from the

speaker sides in oral communication in English class.

The aim of this study was to answer the research question: What problems were faced by the first year students of SMAN 7 Padang in Oral Communication in English class?

According to Broughton *et.al* (2003: 25-27), all living creatures have some means of conveying information to others of their own group, communication being ultimately essential for their survival. Some use vocal noises, others physical movement or facial expression. From babyhood onwards, everybody starts to learn how to communicate effectively and how to respond to other people's communications.

In Wikipedia, there are two types of communication based on the communication channels used are:

1. *Verbal Communication*

Verbal communication refers to the form of communication in which messageis transmitted verbally. Verbal communication consist of oral and written communication.

In oral communication, spoken words are used. In oral communication is influence by pitch, volume, speed and clarity of speaking.

In written communication, written sigh or symbols are used to communicate.

A written message may be printed or hand written.

2. *Nonverbal Communication*

Nonverbal communication is the sending or receiving of wordless messages. In other word, communication other than oral and written, such as gesture, body language, posture, tone voice or facial expression. Nonverbal communication is all about the body language of speaker.

In this research, it focused on the Oral communication skill in the classroom at Senior High School. According to Vogel (2000) in Qadi (2007: 2), oral communication is at the heart of all social life, it is in our communication with others that develop, articulate, and manage our individual identities, our interpersonal relationships, and our membership in our communities.

There are many activities in speaking skill in order to increase the students' ability in oral communication, many of them like conversation and speech. Barker (2011: 21) stated that conversation is the main way we communicate. Through conversation we build relationships, share information and promote our ideas. Different with speech, Nordlund (2004: 7) stated that making a speech on the other hand is a completely different situation mainly because it is a one-way communication. The speaker is

separated from the group and is the center of attention.

Learning language cannot be separated from practice and it will make students more familiar and fluent in using the language in everyday life. Speaking is one productive skill and students are required to be able to produce language in communication and active in using it.

According to Hornby (1995 : 826) in Kayi(2006 :6), speaking is the process of using of words which can be form an idea and expression of feelings. Based on the description above, the researcher concludes that speaking is the key to the success of a communication in which speakers express a variety of feelings, expression, ideas, and thoughts.

However, researcher found at SMAN 7 Padang, many problems are faced by students in oral communication class, among them Linguistic and Affective factors.

According to Smith(2011)*et.al* in Juhana (2012:64), linguistics factors that become students' obstacle to speak in English class, such as inadequate vocabulary, lack of understanding ofgrammatical pattern, and incorrect pronunciation.

The affective side of learners is probably one of the very strongest factors in language learning success or failure. According to Shafiei (2011: 146), affective factors are those that deal with the emotional reactions and motivation of the learners which have a direct effect on learning itself.

There are a number of variables that are commonly associated with the emotional side of human beings. Among them, oral communication apprehension, self-esteem and introverted are three important affective variables that concern us in this study.

METHODOLOGY

This study employed descriptive research, and use questionnaire as instrument to collect data in order to answer questionsconcerning to the first year student's oral communication problems inEnglish class at SMAN 7 Padang.

The questionnaire as instruments was used to obtain certain fact about students' problem in oral communication class in term of linguistic and affective factors.

The researcher chose closed-ended questionsbecause it can be more specific, thus more likely to communicate similar meanings. There were 30 items in questionnaire that were concerning the student's problems.Responses to the questionnaire were scored by using Likert Scale. The Likert Scale consists of four points where each item was weighted as

follow strongly agree, agree, disagree, and strongly disagree.

The population of this research was the first year students of SMAN 7 Padang.The number of population was 345 students. The population was distributed into 10 classes Since the number of population was quite big, researcher chose a group of the population as sample. Best & Kahn (1995: 13) explained that sample is a small population selected for observation and analysis.

Researcher used cluster random sampling technique to select the sample of this study. Cluster random sampling was used because population was distributed in groups or classes and they are homogeneous: they have been taught with similar curriculum, syllabus, material and allocated time. The researcher chose two classes as try out and sample class in this research, classX_7 as a sample of this research and class X_6 was used as the try out class.

Darmadi (2011: 86) said that all instruments have two qualities: validity and reliability. Questionnaire as non-test also had validity and reliability of questionnaire. To get valid questionnaire, the items of questionnaire were constructed based on indicator about student's problem in oral communication in term of linguistic factors and affective factors and also consultation with advisors.

This questionnaire was tried out in advance, in order to know the time allocation to do questionnaire and to know whether the direction was understood or not, and its reliability. The try out test was done since the instrument was categorized non standard test (the instrument was developed by the researcher herself). The try out was conducted on June 3th 2013 at 14.00 p.m in class X_6 at SMAN 7 Padang. The result of try out showed that instruction was understood by the students and the time allocation was enough.

In order to find reliability of the questionnaire, first the researcher used Variant formula and the next Alpha Formula as stated by Arikunto (2009:109-110).

The Variant formula is as follow:

$$\sigma_i^2 = \frac{\sum x_i^2 - \frac{(\sum x_i)2}{n}}{N}$$

The Alpha formula is as follow:

$$r_{11} = \left(\frac{n}{n\text{-}1}\right)\left(1 - \frac{\sum \sigma_i^2}{t^2}\right)$$

Next, to know the result of the tried out, the researcher used the degree of coefficient correlation based on Arikunto's idea (2012:75).

0.81 – 1.00	= Very high
0.61 – 0.80	= High
0.41 – 0.60	= Enough
0.21 – 0.40	= Low
0.00 – 0.20	= Very low

After conducting the try out, first the researcher counted the variant formula of each item of the questionnaire. Specifically, the result of the variant formula was 15.39 with the variant total was 71.15. The last, the researcher counted the reliability of the test by using the alpha formula. The result showed that the reliability was 0.80. It means that the reliability of the questionnaire was high correlation. Therefore, this instrument was reliable for this research.

The data of the research was collected from the questionnaire sheet that was distributed to each of students as a sample. Data from questionnaire was collected based on following steps:

The items of questionnaire were identified one by one based on each categories then give score for each answer. The items of the questionnaire were scored by using Likert Scale (Darmadi, 2011: 106), the researcher gave score based upon the Likert Scale, the researcher counted the total score and the researcher classified the final score.

To define the student's problem in oral communication class, the researcher used following steps to analyze the data based on questionnaire:The researcher used mean and standard deviation type to identify students' problem, because it was usually used in classifying students' category.

$$M = \frac{\sum X}{N}$$

$$SD = \sqrt{\frac{\sum x^2}{N} - \left\{\frac{\sum X}{N}\right\}^2}$$

The researcher classified students' problem in oral communication class based on the following criteria (Arikunto, 2009: 264):

$\geq M + 1SD \longrightarrow$ Having no problem

$< M + 1SD \longrightarrow$ Having problem

Then, researcher calculated the percentage of students who have problem in each indicators by using formula below :

$$P = \frac{F}{N} \times 100\%$$

RESEARCH FINDINGS AND DISCUSSIONS

a. Students' Problems in Oral Communication

The result of analyzing data showed that the first year students at SMAN 7 Padang had problem in oral communication class. The researcher found that 32 out of 35 students (91%) had problems in oral communication class. It also proved the previous research that had done by Smith (2011) *et.al* in Juhan (2012: 64), they found that linguistic factors that become students' obstacle to speak in English class, such as inadequate vocabulary, lack of understanding of grammatical pattern, and incorrect pronunciation.

In Affective factors Shafiei (2011: 146) also pointed out, affective factors are those that deal with the emotional reactions and motivation of the learners which have a direct effect on learning itself. Based on descriptive above, we can conclude that linguistic factors and affective factors became students' problems in oral communication class.

b. Students' Problems on Linguistic Factors in Oral Communication Class

Based on the result of students' respond in the questionnaire, generally the students had problem in linguistic factors was 31 out of 35 students (89%). Specifically, based on each indicator:

No	Indictors	Students' who had problems	Students' who had no problems
1	Grammar	29 students (83%)	6 students (17%)
2	Pronunciation	32 students (91%)	3 students (9%)
3	Vocabulary	31 students (89%)	4students (11%)

Based on that result of questionnaire, the students were still confused and lack of knowledge about grammar pattern, they also had inadequate vocabulary in speaking. They were confused and difficult to find suitable words based on the topic that they discussed with their teacher in the classroom and incorrect pronunciation. They stated that grammar pattern in English is very difficult and they always confused how to use the correct grammar in speaking. Pronunciation was another problem in linguistic factors because they were still doubt how to say the words and many words that have a similar pronunciation. It was really complicated for them because of that they were rarely use English as a communication tool and tend to use Minangkabaunese or Indonesian in English class.

c. Students' Problems on Affective Factors in Oral Communication Class

In identifying the students' problem on affective factors in oral communication class, in generally this research found, the number percentage of students who had problem in this aspect was 31 out of 35 students (89%). Based on each indicator, see the table below:

No	Indictors	Students' who had problems	Students' who had no problems
1	Communication Apprehension	31 students (89%)	4 students (11%)
2	Self-esteem	30 students (96%)	5students (14%)
3	Introverted	31 students (89%)	4 students (11%)

Based on the students' respond in the questionnaire, the researcher pointed that the students were still afraid to make a mistake when speak and less of self confident to be active in using English as a communication tool in classroom. They also isolated themselves in speaking or communicating orally with their teacher or their friends. And, the result also showed that, they were still uncomfortable used English as a communication tool and its cause they have an introverted characteristic.

CONCLUSION

This study was aimed to describe the students' problems in oral communication class in term of linguistic factors and affective factors. Overall it can be concluded that more than 91% students faced problems in linguistic factors, such as lack of knowledge about grammar, inadequate vocabulary and incorrect pronunciation.

Besides that, affective factors or psychology factors have an important aspect in communication. The result of collecting data showed that the students faced many problems in affective factors that hinder them in communication orally. Affetive factors in this research consist of, problems in communication apprehension, self-esteem and introverted.

By having known about the students problems in oral communication class, the teacher can guide and motivate students in order to improve their knowledge in English language especially in linguistic factors and make the natural situation to develop their positive feeling in learning English. More exercises or activities in English class will develop their habit in speaking.

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Finally, the researcher realizes that this thesis is not perfect yet and she hopes that this thesis is going to be useful for everyone who is involved in the process of teaching and learning English. Therefore, she is welcoming criticisms and suggestions from the readers in order to be a better thesis in the future.

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